Service-Learning Faculty Fellow Program
2015-16

The Center for Community Engagement (CCE) and the Center for Teaching, Learning, and Technology (CTLT) invite faculty to apply individually or in teams to be Service Learning Faculty Fellows for AY 2015-16. The purpose of the SL Faculty Fellows program is to support faculty expanding the number of service learning courses offered in the STEM (Science, Technology, Engineering, and Math) fields while concurrently enhancing achievement of the Diversity Learning Objectives (DLOs) and/or Sustainability Learning Objectives (SLOs). This is the fifth year of the Fellowship program, which is funded through Student Assessment Fees and a grant from the Chancellor's Office. Note that the fellows program is NOT restricted to the faculty in STEM fields and all faculty are welcome to apply for the program. **Application deadline is 5 pm Monday, October 26, 2015.**

About "Service Learning"

Service learning combines learning goals and community service in ways that can enhance both student growth and the common good. SL at Cal Poly is a collaborative effort between Academic Affairs and Student Affairs and has a long tradition at Cal Poly and is an excellent example of Learn by Doing in both curricular and co-curricular forms. It can be a transformative experience that enhances students' academic and personal growth. It can also be a rewarding experience for course instructors. For purposes of this program, a "service-learning course" is defined as one that includes at minimum 10 hours of service by each student for the community partner. Those selected to be SL Faculty Fellows will incorporate service learning into an existing course that currently does not have a service-learning component. Service can take many forms such as student placements with community organizations, entire class projects supporting a community program, student projects that are designed with community organizations to provide community benefits, and more.

Course Redesign Project

Participants will complete a course redesign to include a service learning component into a current course (or sequence/group of courses) that reflects principles and best practices of (1) effective service learning and (2) diversity in instruction consistent with campus diversity learning objectives, supported by a team of CCE and CTLT staff.

Project Elements

The redesign project encompasses the following elements, all designed to provide faculty with the materials and guidance they need to complete a successful course redesign. This program is also designed to provide all participants with a rich professional development experience that will benefit their overall teaching effectiveness.

1. Participation in CTLT's Camp Course Design, a two-day workshop providing in-depth examination and application of the core elements of effective course design relevant to any redesign project. The workshop is set for after grades are due for Fall Quarter: Wednesday and Thursday, December 16-17. See CTLT website for details. (Contact Anurag to inquire about alternative ways to fulfill this requirement.)
2. Identifying a community partner appropriate for the service learning component/element/module and then establishing a relationship and shared understanding of the purpose, design and implementation of the project.
3. Designing the service learning component/element/module, including assessments.
4. Participating in three working sessions with this year's cohort of faculty colleagues to share ideas and exchange feedback on project work in progress. Dates will be coordinated in Winter quarter.

Project Portfolio

The project portfolio documents your process, materials, and insights that will be useful for sharing with colleagues as well as for formalizing your accomplishments in materials submitted for annual evaluations.

1. A description of the community need and how the community need was identified, a description of the community partner (including specific contacts) and their mission and scope of services, and an explanation of why this

partnership is an effective approach to the course content and curricular goals.

2. A revised, annotated syllabus that includes clear learning objectives addressing the service learning experience and the university diversity learning objectives as well as detailing assessments designed to document students' individual and collective progress on the learning objectives.
3. A detailed description of the service learning component/element/module that will be distributed to students. This likely includes an explanation of the purpose, details of the specific assignments, instructions for students activities and conduct, expectations for outcomes, and specifics of the materials (essays, journals, reflection exercises, etc.) and assessments that students will generate in connection with this experience.
4. A description of how the service learning component contributes to the course learning objectives as well as and the University, Diversity, and Sustainability learning objectives.
5. A poster summarizing the portfolio components for display at the annual Service Learning Showcase.

Stipends

Successful completion of the course redesign proposal will be recognized with a stipend, with amounts that differ for teams to recognize the efficiencies that teamwork provides:

- Individual: $600 + $200 for Camp Course Design
- Two-person team: $500 each + $200 each for Camp Course Design
- Three-person team: $400 each + $200 each for Camp Course Design

In addition, a separate stipend of up to $500 will be available within a calendar year to reimburse for expenses related to documenting (e.g., in a presentation, article, manuscript) and disseminating (e.g., at a conference presentation or through publication) the SL-based course redesign experience and assessment results. This supports faculty in their efforts to gain recognition for their project among peers and in their professional evaluation processes. Details will be made available.

Applications

Online application form is at http://tinyurl.com/SLFF2015. Preference will be given to faculty teams. Individual faculty members from all disciplines are also welcome to apply. Teams should consist of:

- Instructors who teach the same course to provide continuity for the service learning component over time.
- Instructors who teach a sequence of courses to provide an opportunity for extended, evolving engagement (spanning more than one quarter) of a student cohort in a particular project with a particular community partner.
- Instructors from different disciplines that seek to leverage a partnership with a specific community partner into courses offered by multiple programs.

Applications will be collected online, and will include:

1. Name(s), Rank/Position, Department/School
2. Project Proposal. In no more than two pages, please describe:
   a. Your interest and experience with service learning and/or community-based research.
   b. The specific course(s) that you have identified for the project and how you envision that a service learning experience could enhance student learning on your course outcomes.
   c. Rationale for your collaboration (if applying in collaboration with another faculty member).
   d. How you envision this fellowship will benefit your teaching effectiveness and/or research productivity.

Application Deadline

Application deadline is 5pm Monday, October 26, 2015. Applications will be reviewed by a committee from the Center for Community Engagement and CTLT, and applicants will be notified of the outcome by Monday, November 2, 2015. If you have any questions about the fellowship, please contact Brad Kyker at (CCE; bkyker@calpoly.edu). Applicants are welcome to discuss ideas for their course proposal ahead of their application with Brad Kyker (CCE; bkyker@calpoly.edu), Anurag Pande (Faculty Liaison for Service Learning; apande@calpoly.edu), and/or Patrick O'Sullivan (CTLT; posulliv@calpoly.edu).